

Southern York County School District Instructional Plan

Course/Subject: Weight Training II Grade Level: 9, 10, 11, 12	
Textbook(s)/Instructional Materials Used:	
Dates: August (Semester 1), January (Semester 2)	Unit Plan: Fitness Assessment and Goal Setting
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: 10.4.12.A: Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. 10.5.12.A: Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	
Understanding(s): <i>Students will understand</i> <ol style="list-style-type: none"> 1. Their fitness levels compared to age and gender health standards. 2. The five components of fitness. 3. How to analyze data to make personal fitness goals. 4. The scope and sequence of the Welnet program. 	Essential Question(s): <ul style="list-style-type: none"> • How can Welnet Fitness Testing assess my physical strengths and weaknesses? • How can I use assessment results to set personal fitness goals to improve my overall health? • How can I use my fitness assessment results to guide my program development? • How is Welnet used to track personal growth?
Learning Objectives: <i>Students will know...</i> <ul style="list-style-type: none"> • The fitness testing parameters • The Five Components of Fitness • The SMART Goal-Setting Model 	<i>Students will be able to:</i> <ul style="list-style-type: none"> • Analyze their fitness scores. • Associate a fitness test for each component of fitness. • Create fitness goals based on their data. • Navigate Welnet Fitness Module
Dates: September (Semester 1), February (Semester 2)	Unit Plan: Power Training Benefits and Safety
Stage 1 – Desired Results	
PA Core State Assessments/Standards: 10.1.12.B Evaluate factors that impact the body systems and apply protective/ preventive strategies. 10.3.12.B Analyze and apply strategies for the management of injuries. 10.3.12.D Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities. 10.4.12.B Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. <ul style="list-style-type: none"> • social • physiological • psychological 10.4.12.E Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities. 10.5.12.E Evaluate movement forms for appropriate application of scientific and biomechanical principles. <ul style="list-style-type: none"> • efficiency of movement • mechanical advantage • kinetic energy • potential energy • inertia 	

<ul style="list-style-type: none"> safety 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> How power training affects you physically, mentally and socially. How power training can improve performance in various sports. That not adhering to proper safety practices can lead to serious injury to self and others. The theory behind periodization. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> How can power training benefit your overall health? How can power training impact athletic performance? How will demonstrating proper safety techniques enhance the power training experience for you and others? How can progressing through proper weight training phases optimize the fitness results?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> The short term physical benefits of power training including reduced risk of injury; strengthening of muscle, bone and joint; improved body composition, increased energy and improved sleep patterns. The long term physical benefits of weight training including reduced risk of heart disease, obesity and diabetes. The mental benefits of power training including reduced stress, improved self-esteem, increased focus and relief of depression and anxiety. The social benefits of power training and partner training including increased motivation and accountability. How power training can improve performance and reduce risk of injury in specific sports. Rules and procedures for the weight room that create a safe and productive environment for everyone involved. These include maintenance of equipment, proper exercise technique, spotting techniques, warm-up/cool-down procedures and proper movement of materials. The dangers associated with poor technique, lack of or improper spotting, and improper use of equipment. These include fractures, contusions, concussions, as well as more serious consequences. The order of periodization: stabilization, strength endurance, maximal strength, and power phase. The basic theories behind periodization training including reducing overuse injuries, improving muscle recruitment, and optimizing strength and endurance gains. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify physical, mental, and social benefits of power training. Differentiate between short-term and long-term benefits. Identify power training benefits of specific sports. Compare the use of power training for different sports (ie. football vs. soccer). Demonstrate proper maintenance of equipment. Demonstrate basic exercise technique principles including the use of an athletic stance, proper hand placement, and toe and knee alignment. Demonstrate proper spotting technique for upper body and lower body lifts. Create an effective warm-up and cool-down for weight training. Demonstrate proper movement of weight and equipment throughout the space. Identify the dangers associated with poor technique, lack of or improper spotting, and improper use of equipment. List the 5 phases of periodization in the proper order: stabilization, strength endurance, maximal strength, and power phase. Explain how proper periodization can reduce risk of injury, improve muscle recruitment, and optimize gains in strength and endurance.
<p>Dates: September (Semester 1), February (Semester 2)</p>	<p>Unit Plan: Power Equipment</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>10.3.12.D Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p>10.4.12.D Evaluate factors that affect physical activity and exercise preferences of adults.</p>	

<ul style="list-style-type: none"> • personal challenge • physical benefits • motivation • access to activity • self-improvement <p>10.4.12.E Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p> <p>10.5.12.A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.5.12.E Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <ul style="list-style-type: none"> • mechanical advantage • kinetic energy • potential energy • inertia • safety • efficiency of movement 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. How power and functional equipment are used including proper transportation, proper grip/positioning, spotting, and proper starting and stopping points. 2. How power and functional equipment present increased safety concerns compared to selectorized and plated loaded equipment. 3. How power and functional equipment increase the body's need for stabilization and increases muscle recruitment. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How can the use of power and functional equipment help me reach my fitness goals? ▪ How do power and functional equipment compare of other fitness modalities in terms of safety?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The muscles activated with each exercise using power and functional equipment. • The importance of proper spotting, grip, technique and transportation of weights to ensure the safety of everyone in the weight room. • The safety concerns with power and functional equipment including injuries due to the dropping of heavy weights, muscles and joint injuries associated with poor technique, and injuries specific to lack of or poor spotting. • The advantages of this equipment including increased need for core stabilization, joint stabilization, muscle recruitment, functional strength and power exercises. • The disadvantages of this equipment including decreased comfort level for novice lifters, need for a spotter, increased safety concerns, and an increased need for proper technique. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Transport weight, adjust load, adjust benches and apply clips when applicable on each of the pieces of free weights and functional equipment. • Demonstrate how to use each piece of equipment including proper start/stop points, technique and maintenance. • Demonstrate any and all safety techniques spotting techniques for each piece. • Incorporate these pieces of equipment into a fitness program. • Compare selectorized and plate loaded equipment to free weights in terms of safety and physical benefits. • Identify appropriate times to use these pieces of equipment. • Explain how each exercise activates specific muscle groups.
<p>Dates: October (Semester 1), March (Semester 2)</p>	<p>Unit Plan: Stabilization, Strength and Endurance</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>10.3.12.D Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p>	

<p>10.4.12.B Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> • social • physiological • psychological <p>10.4.12.E Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities.</p> <p>10.5.12.A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.5.12.B Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> • open and closed skills • short-term and long-term memory • aspects of good performance <p>10.5.12.D Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p> <p>10.5.12.E Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <ul style="list-style-type: none"> • efficiency of movement • mechanical advantage • kinetic energy • potential energy • inertia • safety 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. How stabilization, strength and endurance training can be the foundation for power training. 2. How stabilization exercises recruit multiple muscles and joints to help with movement. 3. How to increase the stabilization demand of an exercise. 4. How to incorporate core, plyometric, and SAQ training into a stabilization, strength and endurance program. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How can stabilization, strength and endurance training help me reach my fitness goals now and in the future? • How do exercise selection and acute variables in stabilization, strength and endurance training compare to other modes or phases of training? • How can I increase the stabilization demand of an exercise? • Is my program helping me move towards my goals?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The benefits of stabilization, strength and endurance training. • The acute variables needed for appropriate stabilization, strength and endurance training. • Stabilization and strength exercises for all muscle groups. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop workouts for stabilization endurance, strength endurance, and hypertrophy geared towards their personal fitness goals. • Alter exercises to increase the stabilization demand as needed. • Incorporate core, plyometric and SAQ training into their workouts as need. • Complete their workouts and all exercises with proper technique and safely.
<p>Dates: November-December (Semester 1), April-May (Semester 2)</p>	<p>Unit Plan: Maximal Strength Training</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed:</p> <p>10.3.12.D Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p>10.4.12.B Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p>	

<ul style="list-style-type: none"> • social • physiological • psychological <p>10.5.12.A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.5.12.B Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p> <ul style="list-style-type: none"> • open and closed skills • short-term and long-term memory • aspects of good performance <p>10.5.12.D Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p> <p>10.5.12.E Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <ul style="list-style-type: none"> • efficiency of movement • mechanical advantage • kinetic energy • potential energy • inertia • safety 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. How maximal strength is a progression from stabilization, endurance, and hypertrophy training. 2. How to incorporate strength exercises into a maximal strength program. 3. How to modify the program as needed to increase demand. 4. How to incorporate core, plyometric, and SAQ training into a maximal strength program. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why would maximal strength training be appropriate/inappropriate for my needs and goals? • How can maximal strength training help me reach my fitness goals now and in the future? • How do exercise selection and acute variables in maximal strength training compare to other modes or phases of training? • Is my program helping me reach my goals?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The benefits of maximal strength training. • The appropriate acute variables needed in maximal strength training. • Strength exercises for all muscle groups. • Safety concerns specific to maximal strength training. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop a 4 week maximal strength program geared towards their personal fitness goals. • Alter acute variables to increase the demand as needed. • Incorporate core, plyometric and SAQ training into their program as need. • Complete their program and all exercises safely and with proper technique.
<p>Dates: December-January (Semester 1), May-June (Semester 2)</p>	<p>Unit Plan: Power Training</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed:</p> <p>10.3.12.D Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.</p> <p>10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.</p> <p>10.4.12.B Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> • social • physiological • psychological <p>10.5.12.A Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.</p> <p>10.5.12.B Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.</p>	

<ul style="list-style-type: none"> • open and closed skills • short-term and long-term memory • aspects of good performance <p>10.5.12.D Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.</p> <p>10.5.12.E Evaluate movement forms for appropriate application of scientific and biomechanical principles.</p> <ul style="list-style-type: none"> • efficiency of movement • mechanical advantage • kinetic energy • potential energy • inertia • safety 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. How power is a progression from stabilization, endurance, and strength training. 2. How to incorporate strength and power exercises into a power program. 3. How to modify the program as needed to increase demand. 4. How to incorporate core, plyometric, and SAQ training into a power program. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why would power training be appropriate/inappropriate for my needs and goals? • How can power training help me reach my fitness goals now and in the future? • How do exercise selection and acute variables in power training compare to other modes or phases of training? • Is my program helping me reach my goals?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> • The benefits of power training. • The appropriate acute variables needed in power training. • Strength and power exercises for all muscle groups. • Safety concerns specific to power training. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop a 4 week power training program geared towards their personal fitness goals. • Alter acute variables to increase the demand as needed. • Incorporate core, plyometric and SAQ training into their program as need. . • Complete their program and all exercises safely and with proper technique.